

Jobs Project

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EDTC 808: Summer Institute in Educational Technology Leadership II

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Jobs Project

The activity will be used to self-reflect and analyze my weakness and strengths as I create a roadmap to future endeavors as a prospective doctorate in the field of leadership in the EdTech world. The table used below will clearly outline the tenets of job titles and descriptions in three job categories. This exercise will examine jobs in Higher Ed, K-12 Education and Corporate America. The data gathered and synthesized will help me to create a clear roadmap for postdoctoral career decisions.

Table 1

Jobs and Descriptions

Job Title and Link	Summary
K-12 Organizations	
Assistant Superintendent, Newark, UnCommon Newark, NJ	To build more high performing schools, we need senior instructional leaders to commit themselves to the most urgent and exciting work of our time! Assistant Superintendents at Uncommon Schools serve as vitally important leaders in our organization and help drive the success of our schools and principals. They oversee instructional and academic programs for groups of schools within the Uncommon Schools network and are accountable for developing principals and the student success and achievement within their schools.
Superintendent, Paterson, Public School Paterson, NJ	Guided by the principle of “Preparing All Children for College and Career,” the Paterson Public School District is working to draw out the true potential within every student to become life-long learners and 21st century leaders in their communities, their nation, and the world.

[Chief People & Equity Officer](#)

Newark Great Oaks
Legacy Charter School

Newark, NJ

Great Oaks Legacy is seeking a seasoned leader to serve as its Chief People & Equity Officer (CPEO). The CPEO creates the vision and strategies that impact our ability to attract, develop and retain committed educators and staff who are invested in the communities we serve. This senior leader drives the work that touches every adult in our buildings, so that they can do their best work for kids.

The CPEO oversees a department of six (6) human resources and talent teammates, with direct management of three: Director of Talent, Sr. Manager of HR and HR Associate. The CPEO will lead these teams through a critical and exciting moment of self reflection and reimagining to align the people function to the evolving organizational needs.

Higher Education

[Assistant Director of Student Support](#)

Rutgers University
New Brunswick, NJ

The Assistant Director of Student Support reports to the Director of Student Support and is responsible for oversight of the overall safety of all resident students, working with the Director of Student Support and the Director of Facilities and Operations to ensure appropriate response and follow-up to all concerns. Establishes cooperative working relationships with RUPD, REHS Emergency Services and Parking and Transportation to facilitate the response to and prevention of safety issues with-in and around the residence halls. Case manages all high-risk students with mental health emergencies, including students posing threats of suicide to themselves or threats of harm to others. Indirectly supervises one Administrative Assistant, as well as graduate student interns who complete field experiences with Residence Life- Student Support. Responsible for the

hiring, training and development of all staff they supervise directly

[Director for Diversity, Equity and Inclusion](#)

New York University
New York, NY

The Director for Diversity, Equity and Inclusion (DEI) is responsible for managing and providing strategic direction to advance diversity, equity and inclusion initiatives at the College of Dentistry. The director will serve to help craft institution-wide educational excellence expectations around inclusion, diversity, belonging, and equity informed by current research and trends in higher education. The director will develop, implement, and assess diversity initiatives, programming and events for students, staff, faculty and researchers and provide direction to them as needed. The director will also liaise with NYU's Office of Global Inclusion, Diversity, and Strategic Innovation (OGI) and external partners and stakeholders to strengthen diversity, equity and inclusion.

[Managing Director](#)

Rutgers University
New Brunswick, NJ

The Managing Director will be responsible for overseeing the operations of the Rutgers Center for Cognitive Science (RuCCS), including supervising multiple staff members and managing academic programming and fiscal operations. Works with the Director to develop and implement strategies to fulfill RuCCS's mission to promote world-class interdisciplinary scholarship in cognitive science and exceptional educational opportunities for undergraduate and graduate students. Operational administration of RuCCS, strategic development of financial, space, and human resources, leadership of a diverse team, establishment of institutional collaborations, and execution of special projects. Oversees all aspects of the day-to-day administration of RuCCS.

Corporate

[Talent Development- Diversity, Equity and Inclusion, Executive Director Advisor](#)

JP Morgan
Jersey City, NJ

The ED will work with business leaders in their aligned client groups to strategize, implement and execute DE&I solutions aimed at fostering an inclusive environment, increasing diverse representation and furthering the firmwide DE&I agenda. Responsibilities may also include management of select initiatives/projects and processes in partnership with other team members or colleagues in other client aligned groups. The Corporate Diversity, Equity and Inclusion (DE&I) Advisor ED will be responsible for developing and executing diversity and inclusion strategy across select Corporate Groups and Firmwide functions

[Training Specialist - Enterprise Trainer. Job in Millburn Allied-IT Jobs](#)

Fiserv
Millburn, NJ

As an Enterprise Trainer - Training Specialist with Fiserv, you are responsible for designing, developing, and validating training materials and reference documentation for Card Services product and service offerings for delivery via WebEx and classroom style. You have strong attention to detail and work collaboratively with internal resources while also working independently as required. Design and develop training courseware for new product and service offerings. Design and develop online tutorial scripts product and service offerings. Deliver training via webinar and classroom style. Provide customized training to meet organizational requirements. Maintain all developed courseware and tutorial scripts as necessary. Design, develop, maintain, and publish reference documentation to reinforce procedures, processes and product knowledge learned during training

WebEx Collaboration
Specialist

Roseland, NJ

Responsible for the operations and support of ADP's Webex collaboration environment. Manage large executive level Webex Webinars including coordinating with speakers, moderators and event owners, managing rehearsals, hosting and facilitating webinars. Develop best practices and playbooks around the operation of collaboration technologies. Provide training and documentation to the user community. Resolve engineering-level escalations of technical issues. Support deployment of ongoing cloud registered Webex devices. Proficiency Across The Entire Webex Suite Of Products

Similarities and Differences

One major similarity with all jobs researched was the need for authentic leadership skills. As one who considers themselves a Transformational Leader, I believe I am best suited for roles that would benefit from my ability to move followers to accomplish more than what's expected (Northouse, 2019, 263). Each job requires the candidate to not only effectively supervise individuals or departments, but it calls for strong, strategic team building and collaboration. Post- Pandemic all roles require experience in providing professional development in a multitude of ways, in-person or via virtual applications. The greatest characteristic shared amongst all postings is the initiate need to be a strategist capable to pivot at a moment's notice as issues or problems are presented. Each job calls for system wide thinking which our course work presently prepares us for. The exposure to TPACK, ADDIE and other problem solving frameworks trains us to constantly research more efficient ways to address problems. As EdTech leaders, there are very few fields that are as fast paced as ours. This fast-paced lifestyle has created many challenges that need to be addressed by ourselves and with help from others (Graham, 2021). Technology advances more and more with each year that passes and the need for innovative leaders is definitely a trend in all of the jobs listed.

Distinctively different in my corporate and higher education postings versus the K-12 job requirements, are the clear pathways to effectively do the job without the need to physically be in the same place with the personnel that you are servicing. The K-12 jobs require in person interactions. However, the Higher Education and Corporate America jobs both have a high dependence on one's command of utilizing and creating e-platforms to ensure personnel/ the target audience can be sufficiently serviced and supported without the need for in person contact. No doubt these new skills have been embedded into institutions because of the pandemic, which

programs like ours prepare us for. Experts believe that in the future, eLearning will go beyond courses in an LMS, to become an integrated part of employees' work process (Carter, 2019).

Reflection and Plan of Action

As I search and analyze the current jobs available in the three categories gathered for this assignment, I immediately see the need to practice and embrace particular habits introduced in this program around research in our ever-changing field of EdTech. I came into this program knowing my capable skills as a Transformational Leader, but I also knew my deficits in EdTech and how it impacted my ability to immediately meet the needs of my school community.

Now with the skills being acquired and in this program, I can clearly see the new opportunities to support the field and better equip future educational leaders with the 21CC skills needed to ensure that our students and young adults are able to compete in a global environment.

References

- Carter, O. (2019, December 21). *Top eLearning Trends for 2020*. iSpring Solutions. Retrieved August 9, 2022, from <https://www.ispringsolutions.com/blog/top-elearning-trends-2020-insights-from-devlearn-experts>
- Graham, D. (2021, October 1). *How Technology Has Created a Fast-Paced World*. Gnome Support. Retrieved August 9, 2022, from <https://www.gnomesupport.org/fast-paced-world-driven-by-technology/>
- Northouse, P. G. (2019). *Leadership Theory and Practice* (8th ed.). Sage Publications Inc.,.